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their primary purpose—to furnish a useful handbook for an inductive study of the art of debating, without overburdening the student with the dreary abstractions of rhetorical theory.

*Essentials of Exposition and Argument.* By WILLIAM TRUFANT FOSTER.  
Boston: Houghton Mifflin Co., 1911. Pp. vi+244. \$0.90.

This work supplies a long-felt need in secondary schools—a text that reduces to a minimum the usual difficulties attending the teaching of exposition and argumentation. The author's purpose is to teach the student how to work for himself. Aside from lucidity of presentation, the treatment is characterized by logical organization based upon sound pedagogical principles. The student is encouraged to employ the principles of critical analysis in his own thinking about subjects that are easily within the range of his own experience. Moreover, the ideal fostered throughout the text is not, as is frequently the case, the attainment, of mere argumentative skill, but candor and fair-mindedness in seeking to come to right conclusions concerning questions about which there is an intelligent difference of opinion. The employment of a series of exercises requiring the co-operation of the whole class, and based upon a single question carried through the various stages of the developing theory, is especially commendable; it gives to the student's work a continuity which frequent assignments of a more or less unrelated character render impossible. By means of this simple teaching-device the author secures the sustained effort that is so necessary to any piece of creditable workmanship. The tests of evidence and the sources and methods of using evidence are adequately presented and freely illustrated, while the exercises at the close of each chapter are both interesting and practicable.

It may be objected that the title, *Essentials of Exposition and Argument*, is misleading, in that the author treats exposition more as a point of departure than as a component part of the text. But when it is remembered that argumentation is only a special kind of explanation, and that all good argument is dependent upon lucid exposition, the author's method of treatment finds ample justification.

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*The Study of History in Secondary Schools.* Report to the American Historical Association by a Committee of Five: ANDREW C. McLAUGHLIN, Chairman, CHARLES H. HASKINS, CHARLES W. MANN, JAMES H. ROBINSON, and JAMES SULLIVAN. New York: Macmillan, 1911. Pp. 72. \$0.25.

The Committee of Five, appointed at Madison in 1907 to revise the report of the Committee of Seven published in 1899, has but few changes to recommend in the scheme for historical study in the secondary schools proposed by the other committee. After a careful canvass the new committee believes that "the schools are taking history more seriously than they did ten years ago." This is an encouraging word for teachers of history, and it means both that more time is being given to history in the curriculum and that more care is being taken to select trained teachers of history for the history classes. Indeed, the Committee is hopeful that a four-year course in history in the high schools will become quite general. At present the Committee finds thirty-eight out of ninety schools circularized offering the four-year course, and forty-two